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ABSTRACT

The development and implementation of the Dallas Independent School District's Basic Objectives Assessment Test (BOAT) are described. Beginning in 1979, this minimum competency test was administered system-wide to all students in grades 8-12 (except for those enrolled as special education students), and beginning in 1983 it will be used in conjunction with a functional literacy course as a graduation requirement. For the BOAT, functional literacy was defined as the effective application of basic skills and knowledge (mathematics, reading, science/health, and social studies) in the following common life activities: (1) consumerism: (2) community: (3) medical: (4) home: (5) employment: (6) government: and (7) information sources. Test items were written for each of 57 BOAT objectives, pilot-tested to help identify necessary revisions, and pooled. Judgmental and empirical data supported a standard of 70% for the BOAT when used as a graduation requirement. BOAT results were classified as "secure," and neither BOAT forms nor sets of actual items were disseminated by the district Department of Research and Evaluation to the schools or the public. A set of sample items are appended. (RI)

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MINIMUM COMPETENCY TESTING IN THE DALLAS INDEPENDENT SCHOOL DISTRICT

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Minimum Competency Testing In the Dallas Independent School District

Students in the Dallas Independent School District are held accountable through a minimum competency program, the Basic Objectives Assessment Test (BOAT), which is used in conjunction with a functional literacy course as a graduation requirement. The BOAT, focusing on life skills, involves the application of essential academic skills and knowledge to common printed materials, mathematical problems, science/health problems, and citizenship information that are encountered in everyday life. The purpose of this paper is to describe the development and implementation of this minimum competency program.

Test Construct and Objectives for the BOAT

An immediate problem arises as educators set out to develop a minimum competency program, and that is to define the term "competency." There is little agreement as to what "competency" is. The various proponents of competency-based education come from positions that are not only varied, but often contradictory (Herron, 1980). To some, "competency" seems to mean the mastery of the basic skills of reading, writing, and computing (i.e., state assessment programs in Alabama, Arizona, Idaho, Kentucky, Nevada, Tennessee, and Washington). Others claim that "competency" is the ability to apply the skills students learn in the classroom to life-role situations (i.e., state assessment programs in Connecticut, Delaware, Florida, Missouri, New Mexico, Rhode Island, and Virginia) (Pipho, 1978).

A fundamental question in testing for competency, then, is the decision to assess specific life skills that will be needed later in life or to restrict testing to more traditional school skills, on the

assumption that they have some relationship to success beyond school (Haney and Madaus, 1978). Spady (1977) confronted the issue by making a distinction between what he labeled "competencies" and "capacities." He used competency to refer exclusively to indicators of successful performance in the activities that constitute adult-life roles. Capacity was used to identify more discrete skills and capabilities (i.e., reading and computational skills, speaking ability, and motivation) that, when combined and utilized, serve as the enablers or building blocks on which competencies depend.

Generally, there are three ways to approach the construct of functional literacy and the degree of skill mastery. The minimum-competency approach assumes that there are certain universal minimum levels of need and skill proficiency which represent a basic core of literacy. To be functionally literate, this approach proposes, one must display a minimum quantity of standard behavior. The situation-specific approach classifies individuals' functional literacy skills within their local, cultural context. This approach permits the development of appropriate definitions and assessment techniques as they pertain to the life of the individual and specific to the person's local situation. The taxonomic approach relies on a classification of occupational and social roles, tasks, and requisite literacy skills. These taxonomies characterize functional literacy in terms of a fixed set of objectives specifying individuals' life roles and activities (CAPT, 1978).

In response to such issues, the initial step towards the validation of a minimum competency testing program is to set forth an adequate definition of the construct the program is designed to measure. This

definition should include (a) a clear description of the intent of the construct and (b) the level of performance associated with this intent. The two elements that comprise the definition of the construct should themselves be based on common descriptions of activities and behaviors, including a statement of purpose in which specific, common definitions of terms are made.

These requirements can be met by several different strategies of definition. For example, definitions can be developed from established theories of learning, by the inclusion and exclusion of behaviors, or through logical argument. In practice, combinations of these strategies are generally used to establish the final definition of the constructs for particular tests and situations. The important issue is not the particular strategy of definition that is employed, but rather the clarity, both linguistically and logically, of the construct and the associated level of performance.

The BOAT relies on the inclusion of behaviors as the strategy of definition and was developed according to a logical ordering of functional literacy objectives, employing a model similar to the Adult Performance Level Survey (Northcutt, 1975). The level of skill mastery focuses on performance of those skill levels necessary to get along well, to participate fully in life-roles. For the BOAT, functional literacy is defined as the effective application of basic skills and knowledge in common life activities. "Effective application" means to put to use the ability to bring about a desired result; "basic skills and knowledge" is the awareness and use of symbols, basic logical processes, and basic information commonly associated with academic curricula of reading, mathematics, science/health, and social studies; and "common life

activities" are normally encountered functions of living in an urban community. The basic definition is supported by a listing of objectives which limit the extent, content, and difficulty of the intended construct (See Appendix A).

The BOAT objectives are ordered by seven "functional applications." They are as follows:

1. Consumerism: to exchange money for goods and services of an appropriate quality and usefulness.
2. Community: to use to advantage the services and systems of a municipality.
3. Medical: to care for the health of one's family and self.
4. Home: to establish the comfort, safety, and security of one's residence.
5. Employment: to be able to obtain and hold an appropriate level of employment.
6. Government: to deal effectively with the requirements and regulations imposed by government agencies.
7. Information Sources: to identify, obtain, and use to advantage information available from private and public sources.

Each functional application depicts an arena of life skills. Table 1 shows the interaction of these functional applications with the four major curricular areas representative of basic skills and knowledge. The 57 BOAT objectives are positioned on the matrix according to the curricular area that is most closely associated with the task required for mastery. Some objectives cannot, however, be exclusively limited to one curricular area. In such cases, mastery of an objective requires knowledge and application of skills from more than one area. Where this is obvious, the second curricular area that applies has been indicated in parentheses after the objective.

Table 1

Interaction of Basic Skills and Knowledge With Functional Applications

FUNCTIONAL APPLICATIONS	BASIC SKILLS AND KNOWLEDGE			
	Mathematics	Reading	Science/Health	Social Studies
Consumerism	1. Spending Behavior 2. Currency 3. Cost Comparison 4. Interest 5. Sales Tax 6. Sales Price	7. Product Labels 8. Product Comparison		9. Supply and Demand 10. Consumer's Rights and Responsibilities (Science/Health)
Community	11. Time 12. Maps (Social Studies) 13. Travel	14. Transportation Schedules 15. Community Signs 16. Information Directories 17. Licenses	18. Common Health Problems 19. Communicable Diseases	20. Citizen's Duties 21. Voter Registration 22. Voting 23. Elections 24. Lobbyists and Pressure Groups 25. Constitutional Rights
Medical	26. Medicine Dosage	27. Medical Instructions	28. Personal Hygiene 29. Nutritional Diet 30. Consumption of Harmful Materials 31. Body Functions	
Home	32. Insurance 33. Banking 34. Budget 35. Metric Measure 36. Geometry	37. Product Warnings 38. Recipes	39. First Aid 40. Child Development 41. Dangerous Weather Conditions	
Employment	42. Salary and Wages	44. Notices of Employment 45. Employment Application		43. Income
Government		46. Income Tax Forms (Mathematics)	47. Environmental Problems	48. Federal Economic Control 49. Branches of Federal Government 50. Governmental Source of Power 51. Two-Party Political Systems 52. Levels of Government
Information Sources	53. Tables and Graphs	54. Newspaper	55. Organize and Generalize from Data	56. Fact and Opinion 57. Sources of Information

In order to validate the content of the BOAT, a panel of reviewers were asked to rate each test objective. Ratings were obtained from curriculum facilitators in the District and various community organizations. A four-point Likert scale was used with ratings of (1) Unimportant, (2) Questionable, (3) Important, and (4) Essential. The question asked for rating each objective was, "In relationship to functioning effectively (getting along well), how important is this objective?" The median rating for all objectives ranged only between "Important" to "Essential" (Table 2).

Table 2

Median Rating of the BOAT Objectives

Rating Panel	Number of Objectives Rated Important	Essential
District Facilitators	36	21
Community Organizations	42	15

Test Items for the BOAT

Each functional application and objective was weighted for importance by the assignment of the number of test items to measure each functional application and objective. Test items were written for each objective following the general specifications listed below:

1) Each item would be an application or context dependent question as specified by the relative objective,

2) The item format would be multiple choice with four possible answers,

3) Items would involve only the literal and inferential levels of thinking,

4) Items would not involve abstract thinking or value systems, and

5) Items would avoid culturally "loaded" contexts.

Test items were pilot-tested with District students to help identify necessary revisions and inadequacies. Following any needed changes identified by the pilot testings, a pool of screened items for each objective was established. Items were matched according to levels of discrimination and difficulty. Four complete forms of the test have been written and, by item regrouping, a multiple number of different forms can be generated from the pool.

Scoring Criterion for the BOAT

Finally, a scoring criterion had to be established for the BOAT. A variety of methods have been proposed for establishing test standards (for review see Glass, 1978; Hambleton & Eignor, 1979). Generally these methods have been of two types, or combinations of the two types. First are the judgmental methods that rely on the expert opinion of reviewers to make estimates about the relative importance of the test questions and the decisions to be made by the test performance (Nedelsky, 1954; Angoff, 1971; Ebel, 1972). Second are the empirical methods that rely on test performance and information about acceptable and unacceptable errors of classification (Huynh, 1980). Hybrid methods have been suggested by Hambleton & Novick (1973) and Zieky & Livingston (1977) that involve both judgmental and empirical information.

In spite of these different approaches to setting a test standard, all

of these methods share at least one general feature. They all involve arbitrary decisions (Hambleton & Eignor, 1979). Popham (1978) has pointed out that "arbitrary" has two meanings: one reflecting choice and discretion and the other reflecting capriciousness. It is clear that the standard, content, and construct of a minimum competency test involve to some degree arbitrary decisions. The importance of Popham's comment is to focus methodological attention on intelligent choice and discretion.

Because the BOAT is used to make decisions about a student's attainment of minimum skills for graduation, a reliable and realistic, although arbitrary, standard had to be established. A combination of methods was employed by modifying Angoff's method (Angoff, 1971) and involving student data to estimate the accuracy of the test scores and to verify the accuracy of decisions in a test-retest application of the standard.

Specifically, curriculum facilitators were asked to review each test item and indicate the percentage, in broad intervals, of minimally competent twelfth-grade students who they would expect to correctly answer the item. Table 3 summarizes these ratings. The expected test score for minimally competent students was 74%. Using the student data to estimate the internal consistency of the test and thus the standard error of measurement, it was found that there was 85% confidence that a minimally competent student with a true score of 74% would have an observed score of at least 70%.

In order to further verify the 70% standard, this standard was applied in a test-retest reliability study. The percentage of students correctly classified was 90%. The majority (90%) of the misclassifications were classified as not passing on the first administration and passing on the

second administration, possibly reflecting that learning had occurred between the two administrations.

These data, judgmental and empirical, support a standard of 70% for the BOAT when used as a graduation requirement. Additional data is being gathered with regards to the impact this standard will have on the District. Political and social consequences of this standard will need to be weighed against this standard.

Table 3

Expected Difficulty
of the BOAT for Minimally Competent Students

Difficulty Interval (i)	Interval Midpoint (p)	Number of Questions (n)
1 (70%-100)	85%	69
1.5	72%	12
2 (50%-69%)	60%	40
2.5	48%	3
3 (25%-49%)	37%	1

Expected test performance for minimally competent students is:

$\sum_{i} p\,(n) = 93.1$ 74%

Implementation of the BOAT and Functional Literacy Course

Pilot testings with the BOAT began during the 1977-78 school year. Then, in the winter of 1979 the first form of the BOAT was administered system-wide. All students in the District in grades 8 through 12 were tested except for special education students who were normally exempt from

system-wide testing. In the winter of 1980, the BOAT (alternate forms from 1979) was administered to all eighth grade students and to the ninth through eleventh-grade students who had not previously passed the BOAT. Table 4 shows the percentage of students that passed the BOAT in 1980 and in 1979. (Note: The functional literacy requirement becomes mandatory with the 1983 graduating class. These students were in the ninth grade during the 1980 testing.)

Table 4

Percent of Students Tested Who Passed the BOAT in 1979 and 1980*

Grade	1979	1980
8	39	43
9	52	56
10	66	71
11	73	82

*The criterion for passing the BOAT is 70% or more correct (87 out of 125 items).

In the winter of each school year (January-February), all eighth grade students and all students in grades nine through eleven who have not previously passed the BOAT will be tested with alternate forms of the test. Students who have not passed the BOAT prior to entering the eleventh grade are enrolled in a functional literacy course. This course, initiated in the 1980-81 school year, is designed to offer specific instructional aid in the necessary skills and knowledge necessary to attain at least the minimum criterion on the BOAT. Students must obtain

credit for the course by passing the BOAT. The course is divided into modules covering the seven functional application areas of the BOAT. It is the individual school's responsibility to see that each student not passing the BOAT by the eleventh grade receives appropriate instructions from the functional literacy course. The modules may be presented together in a functional literacy class or infused into the school's regular curriculum by similar content area.

Reporting the BOAT scores to the schools and students is an important aspect of the implementation of the minimum competency program because of the functional literacy requirement for graduation. Each school is responsible for verifying that its students have met the requirements for graduation. To aid the schools in this responsibility and to furnish useful information, the following test reports are prepared for the schools by the Department of Research and Evaluation.

1) Group Response Record: School Summary

   This report focuses, by grade, on the aggregate performance of the students in each school. Included in this report are the mean and median test scores for the seven subsections of the test and the total test. In addition, the percentage of students correctly answering 0%-24%, 25%-49%, 50%-69%, and 70%-100% of each subsection and the total test are presented.

2) Class Listing of Student Scores

   This report, by grade, will list for each student the number and percentage of test questions correctly answered within each subsection of the test and the total test.

3) BOAT Labels for Student Records

   These labels, for each student, will be used to record the student's performance on the student's permanent record. The label will report the percentage correct for each subsection of the test and the total test, and will indicate whether or not the student met the requirement for graduation.

4) Student's Report of BOAT Scores

This report, to be given to each student, will inform students of their BOAT scores and whether or not the requirement for graduation has been met. Descriptive information about the test is also included in this report.

Due to the significance of the BOAT results as they pertain to student graduation, the BOAT is classified by the District as "secure" and neither BOAT forms nor sets of actual items are disseminated to the schools or the public. The BOAT administration is controlled and monitored by the System-wide Testing Branch of the Department of Research and Evaluation. A set of sample, BOAT-type items has been attached, however, to this paper to show the kinds of objectives and test items that are contained in the test (See Appendix B).

Conclusion

The BOAT has been developed in the District to provide a minimum measure of student accountability. This student accountability addresses the District's focus on student achievement. The data obtained from the BOAT along with other basic student data provide a foundation for the Management/Accountability and Accreditation System of the District.

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APPENDIX A

CONSUMERISM (25 questions): To exchange effectively money for goods and services of an appropriate quality and usefulness.

OBJECTIVES

1. Spending behavior (2 questions)

The student will select a collection of articles that can be purchased for a certain amount of money not to exceed $100.

2. Currency (3 questions)

The student will determine the amount of change to be returned from a purchase upon being given a certain amount of money not to exceed $100.

3. Cost Comparison (3 questions)

The student will compare two similar products by calculating the difference between the respective costs per unit of measure.

4. Interest (2 questions)

The student will calculate the amount of simple interest for one year when given the principal and the rate of interest.

5. Sales Tax (3 questions)

The student will determine the amount of sales tax from a purchase price and the rate of tax.

6. Sale Price (2 questions)

The student will determine the sale price of a purchase less than $100 when given the original price and the rate of discount.

7. Product Labels (3 questions)

The student will read with comprehension product labels that contain a description and contents of the products.

8. Product Comparison (2 questions)

The student will select an appropriate product for a specific purpose when given the ingredients of several products.

9. Supply and Demand (2 questions)

The student will identify the effects of supply and demand on the fluctuation of the price of consumer goods.

10. Consumer Rights and Responsibilities (3 questions)

The student will identify basic rights and responsibilities of a consumer related to service quality of products and sales contracts.

COMMUNITY (30 questions): To use to advantage the services and systems of a municipality.

OBJECTIVES

1. Time (2 questions)

The student will determine the difference between two times of day.

2. Read Maps (2 questions)

The student will identify locations and lay out routes of travel while using a road map.

3. Travel (2 questions)

The student will determine the time, rate, or distance of travel when given the values of the two other variables.

4. Transportation Schedules (1 question)

The student will determine both departure and arrival times and routes of travel from a transportation schedule.

5. Community Signs (2 questions)

The student will identify the meaning of common signs found in a community.

6. Information Directories (2 questions)

The student will identify information contained in directories commonly found in a community.

7. Licenses (2 questions)

The student will identify information needed to apply for a license such as driver's, marriage, or business; and understand the written regulations associated with these licenses.

8. Common Health Problems (2 questions)

The student will identify symptoms of common health problems and ways the problems could be reduced or eliminated.

9. Control of Communicable Diseases (2 questions)

The student will identify common communicable diseases and methods of controlling these diseases.

10. Citizen's Duties (2 questions)

The student will identify a citizen's duties related to courts and law enforcement.

11. Voter Registration (2 questions)

The student will identify who may vote and how to register for voting.

12. Voting (2 questions)

The student will read an election ballot and follow established voting procedures.

13. Elections (2 questions)

The student will identify the different types of elections (primary, general, and bond).

14. Lobbyists and Pressure Groups (2 questions)

The student will identify the functions and activities of lobbyists and pressure groups in politics.

15. Constitutional Rights (3 questions)

The student will identify the citizen's rights guaranteed by the Constitution.

MEDICAL (15 questions): To care for the health of one's family and self.

OBJECTIVES

1. Medicine Dosage (2 questions)

The student will determine the amount of medicine or the time of medication when given the rate of medication.

2. Medical Instructions (3 questions)

The student will read with comprehension instructions regularly found on medicine labels containing basic medical and physiological terminology.

3. Personal Hygiene (3 questions)

The student will identify methods and techniques which will assure adequate personal hygiene.

4. Nutritional Diet (3 questions)

The student will select foods which are required to maintain a minimally satisfactory diet.

5. Consumption of Harmful Materials (2 questions)

The student will identify the dangers of addiction to the consumption of certain harmful materials.

6. Body Functions (2 questions)

The student will describe the functions of the basic parts of the body.

HOME (20 questions): To establish the comfort, safety and security of one's residence.

OBJECTIVES

1. Insurance (2 questions)

The student will determine insurance policy premiums and company liabilities from given insurance tables.

2. Banking (2 questions)

The student will determine the balance of a checking account.

3. Budget (2 questions)

The student will use computational skills required to budget income.

4. Metric Measure (2 questions)

The student will identify the appropriate unit of metric measure given a problem involving length, weight, mass, or capacity.

5. Geometry (2 questions)

The student will solve practical problems dealing with the perimeter and area of rectangles.

6. Product Warnings (2 questions)

The student will read with comprehension product labels with disclaimers and warnings.

7. Recipes (2 questions)

The student will select appropriate ingredients and amounts needed thereof to produce correct results.

8. First Aid (2 questions)

The student will select appropriate first aid procedures that relate to common accidents.

9. Child Development (2 questions)

The student will identify the basic stages of the development of a child toward maturity.

10. Dangerous Weather Conditions (2 questions)

The student will identify tornados and other dangerous weather conditions, and will explain ways to avoid the inherent dangers therein.

EMPLOYMENT (10 questions): To be able to obtain and hold an appropriate level of employment.

OBJECTIVES

1. Salary and Wages (3 questions)

The student will determine gross and net pay when given the number of hours worked, the rate of pay, and the total deductions.

2. Income (2 questions)

The student will identify what income is and how it affects the American economic system.

3. Notices of Employment (2 questions)

The student will read with comprehension notices of employment and employment advertisements.

4. Employment Application (3 questions)

The student will identify appropriate information to complete correctly an employment application.

GOVERNMENT (15 questions): To deal effectively with the requirements and regulations imposed by government agencies.

OBJECTIVES

1. Income Tax Forms (3 questions)

The student will follow instructions for completing income tax forms that involve simple calculations and tax tables.

2. Environmental Problems (2 questions)

The student will identify common environmental problems and acceptable solutions.

3. Federal Economic Control (2 questions)

The student will identify the government's action in the economy (taxes and control of the supply of currency).

4. Branches of the Federal Government (2 questions)

The student will identify the responsibilities of the major branches of the Federal government.

5. Governmental Source of Power (2 questions)

The student will identify the citizen's role as the source of power in a democratic form of government.

6. Two-Party Political System (2 questions)

The student will identify the structure and purpose of the two-party political system in the United States.

7. Levels of Government (2 questions)

The student will identify the basic purposes of government at the federal, state, and local levels.

INFORMATION SOURCES (10 questions): To identify, obtain, and use to one's advantage information available from private and public sources.

OBJECTIVES

1. Tables and Graphs (2 questions)

The student will identify information from tables and graphs.

2. Newspaper (2 questions)

The student will distinguish between editorial and factual newspaper reporting.

3. Organize and Generalize from Data (2 questions)

The student will read data in charts and identify the implied generalizations in the data.

4. Fact and Opinion (2 questions)

The student will identify political arguments that are unsupported by facts.

5. Sources of Information (2 questions)

The student will identify organizations that furnish information to the public (public library, government publications, County Agricultural Extension Service and the Better Business Bureau).

APPENDIX B

The following test items are presented as examples of the test items contained in the BOAT. These items are not inclusive of the objectives on the test but are meant to indicate the kinds of objectives and test items that are contained in the test.

GENERAL ELECTION BALLOT, NOVEMBER 2, 1976

OFFICES 339	1 For President and Vice-President	2 For United States Senator	3 For United States Representative Dist. 5	4 For Railroad Commissioner	5 For Associate Justice, Supreme Court, Place 1
DEMOCRAT 339	1A Jimmy CARTER Walter MONDALE	2A Lloyd BENTSEN	3A Jim MATTOX	4A Jon NEWTON	5A Jack POPE
REPUBLICAN 339	1B Gerald R. FORD Robert DOLE	2B Alan STEELMAN	3B Nancy JUDY	4B Walter WENDLANDT	5B

Use the chart above to answer questions 1 and 2.

1. If you wish to vote for the Republican candidate for U.S. Senator, which lever would you pull to register your vote?

   A. 2B
   B. 1B
   C. 2A
   D. 1A

2. If you wish to vote for the Democratic presidential candidate, which lever would you pull to register your vote?

   A. 1A
   B. 2B
   C. 1B
   D. 2A

Use the following application to answer questions 3, 4, and 5.

APPLICATION FOR EMPLOYMENT

BARBER'S SHOE STORE, INC.

DATE _____

POSITION APPLIED FOR 1

NAME 2				
LAST	FIRST	MIDDLE		HOME TELEPHONE NO.
ADDRESS 3				
STREET	CITY	STATE	ZIP CODE	BUSINESS TELEPHONE NO.
SOCIAL SECURITY NUMBER 4				
WERE YOU PREVIOUSLY EMPLOYED BY BARBER'S SHOE STORE, INC. YES NO	IF SO, JOB TITLE? 5		WHERE AND WHEN?	
WORK EXPERIENCE (Please start with your present or last position)				
COMPANY 6		ADDRESS		
TITLE OR POSITION 7		EMPLOYED FROM 8	TO	
COMPANY 9		ADDRESS		
TITLE OR POSITION 10		EMPLOYED FROM 11	TO	
IN CASE OF AN EMERGENCY, NOTIFY: 12				
NAME		PHONE		

I hereby certify that the answers given by me on this application are true and correct without significant omissions of any kind.

DATE SIGNED _____ SIGNATURE OF APPLICANT 13

3. In which space would you show how long you worked for your last employer?

A. 6
B. 9
C. 10
D. 8

4. What does it mean if you sign this application in space 13?

A. You will take the job if the store offers it to you.
B. You would like more information about the store.
C. You want all of the job benefits offered by the store.
D. You have given accurate and complete information on the application.

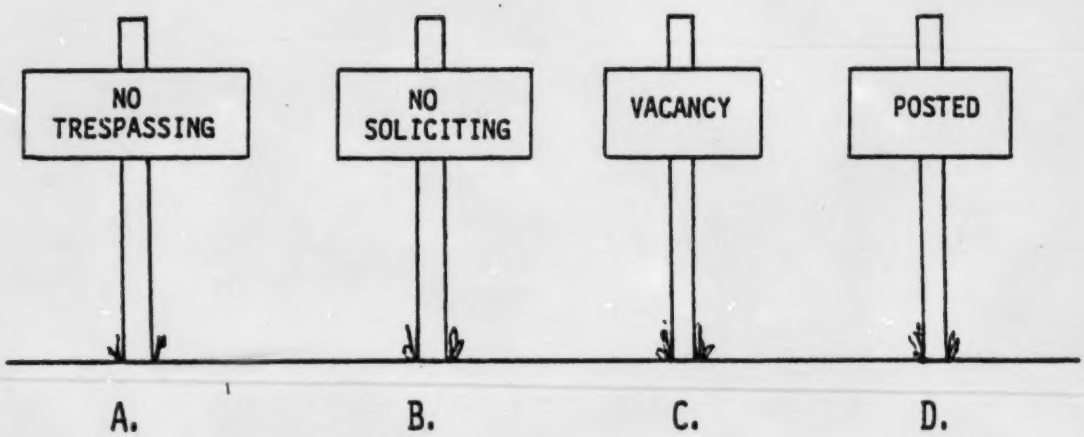
5. Which of the following would go in space 12 if Mary Johnson was completing this application?

A. Travis High School -- June 19, 1972
B. Sam Johnson — 328-2292
C. Dallas, Texas 75227
D. 1492 Buckner Drive

6. A 32-ounce bottle of cola costs 96¢ and an 8-ounce bottle costs 32¢. Which bottle of cola costs the least per ounce?

A. They are the same price per ounce.
B. The 32-ounce bottle costs the least per ounce.
C. The 8-ounce bottle costs the least per ounce.
D. The cost per ounce cannot be determined.

7. Which of the following signs forbids the sale of anything in the area?



8. What does the word "prolonged" mean on this label?

SLEEP EASE
Temporary Sleeping Aid
Caution: Not for frequent or prolonged use

A. Forced to take
B. Long period of time
C. Take internally
D. Outside of body

9. How many 1-foot square floor tiles would it take to completely cover a kitchen floor that is 8 feet by 12 feet?

A. 20 tiles
B. 96 tiles
C. 82 tiles
D. 128 tiles

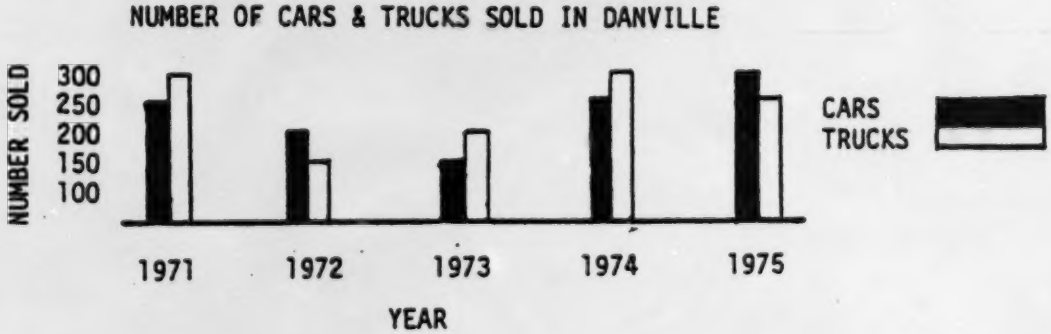
10. What is the main responsibility of the legislative branch of government?

A. To declare laws unconstitutional
B. To enforce the laws
C. To make appointments
D. To make the laws

11. What is the main responsibility of the judicial branch of government?

A. To reject appointments
B. To interpret the laws
C To make the laws
D. To make appointments

12. According to this chart, how many more cars than trucks were sold in 1972?



A. 10 cars
B. 300 cars
C. 50 cars
D. 25 cars